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ABSTRACT

The evaluation of the California Teacher Development Project for the 1972-73 project year reports data for four performance criteria. These criteria relate to the expected behavioral changes of teachers involved in an inservice workshop program in individualizing instruction. One criterion relates to teacher knowledge of individualized instruction (cognitive behavior); three criteria relate to teacher attitude toward individualized instruction. To determine the effectiveness of the 1972-73 inservice program, a comparison group was formed using data from participants in the 1971-72 program. Instruments used to measure the effectiveness of the workshop program were: (a) the Fremont Test of Individualized Instruction, (b) the EPIC Individualized Instruction Attitude Inventory, and (c) workshop evaluation forms which were completed by workshop participants. Participants in the 1972-73 workshop program did not perform as well as the comparison group on either the Fremont Test of Individualized Instruction or the EPIC Individualized Instruction Attitude Inventory; however, the difference in the performance was not statistically significant, and the 1972-73 workshop program is considered to have satisfactorily met its objective of disseminating individualized instruction techniques through inservice programs. (Author)

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E V A L U A T I O N R E P O R T

1972-73

CALIFORNIA TEACHER DEVELOPMENT PROJECT
FREMONT ESEA TITLE III
DISSEMINATION GRANT PERIOD

Fremont, California

Submitted by

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SP 008 274

P R E F A C E*

The following evaluation report presents the process objective, monitoring procedures, performance objectives, evaluation procedures, appropriate summary charts, evaluation design schematic, and data presentation and analyses for the California Teacher Development Project.

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*This report is submitted by Warren Kallenbach, Western Educational Consulting Service, to the Project Director of the California Teacher Development Project (Fremont Unified School District) as a separate report from that submitted to the State of California (ESEA Title III Office) by the District. This report presents the results of the evaluation and does not contain the Project history nor the program description.

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SECTION I

DESCRIPTION AND MONITORING INFORMATION

DESCRIPTION AND MONITORING OF IN-SERVICE ACTIVITIES

Process Objective*

Process Objective 1:

The Fremont ESEA Title III Project will provide dissemination of Individualized Instruction techniques (utilized in the California Teacher Development Project) during the 1972-73 operational year through in-service programs as evidenced by the In-Service Monitoring Report.

Procedures

The Director of the California Teacher Development Project (ESEA Title III) was responsible for monitoring the in-service programs conducted during the 1972-73 Project year. The following Summary Chart shows the type of information obtained relative to the objective.

The names of participants are not included in this evaluation report; however, they may be obtained from the Project Director.

Forms for monitoring the in-service programs were developed by the Fremont Title III Project staff. Information was collected by the Fremont Title III Project staff during each of four in-service programs and then forwarded to the Project Consultant for summation.

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* A process objective is a statement describing an activity which directly or indirectly affects the performance of the learner (Developing and Writing Process Objectives, Educational Innovators Press, Tucson, Arizona, 1972).

PROCESS OBJECTIVE SUMMARY CHART

Process Objective	Instrument	Recording Dates	Person Responsible	Reporting Dates	Information
The Fremont ESEA Title III Project will provide dissemination of Individualized Instruction techniques (utilized in the California Teacher Development Project) during the 1972-73 operational year through in-service programs as evidenced by the In-Service Monitoring Report	In-service Monitoring Report	During each in-service program	Title III Project Director	To Project Consultant Following all workshops	Number of participants (total) Number of school districts represented Location of in-service program Dates of in-service program Attendance by session Consultants used Program agenda

INSERVICE MONITORING REPORT SUMMARY

Workshop Location	Date of Workshop	Number of Participants	Attendance by Session 1	2	3	4	Number of School Districts Represented
Elk Grove Elk Grove Sr. High School 9800 Elk Grove-Florin Rd.	November 15-16, 1972	85	85	81	81	66	21
Project Director: Clyde Voorhees; Workshop Director: Barbara Ward; Component Consultants: Donald DeLong, Michael Demko, Joan Latimer, Kay Gravdahl, John Melendez, Wyni Enos, and Charles McNally.							
San Diego San Diego County Dept. of Education 6401 Linda Vista Road	Nov. 29-Dec. 2, 1972	91	91	88	85	81	16
Project Director: Clyde Voorhees; Workshop Director: Barbara Ward; Component Consultants: William Mitchell, Karen Krenovsky, Jo Ann Risko, and John Berney.							
Riverside First United Methodist Church 4845 Brockton Avenue	January 10-13, 1973	83	83	83	82	80	17
Project Director: Clyde Voorhees; Workshop Director: Barbara Ward; Component Consultants: Marjorie Trainer, Kay Gravdahl, Michael Demko, Jo Ann Risko, and Sandra Singer.							
Oxnard Oxnard Community Center 800 Hobson Way	January 17-20, 1973	78	78	78	78	76	14
Project Director: Clyde Voorhees; Workshop Director: Barbara Ward; Component Consultants: Donald DeLong, Ruth Crow, Joan Latimer, Marjorie Trainer, and Carolyn Long.							

SECTION II

GENERAL EVALUATION PROCEDURES

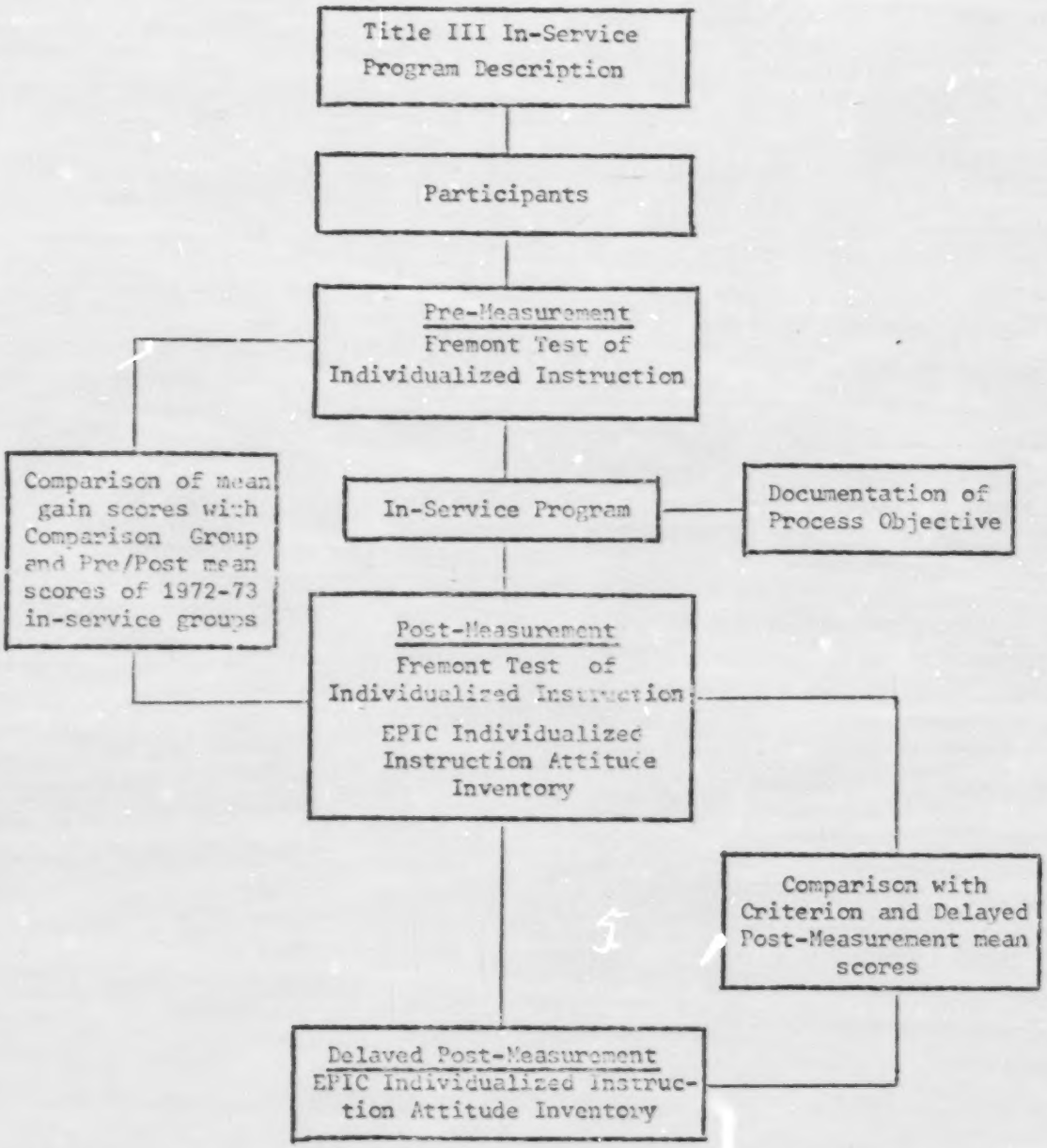
GENERAL EVALUATION PROCEDURES

The evaluation of the California Teacher Development Project for the 1972-73 Project year reports data for four performance criteria. These performance criteria relate to the expected behavioral changes of teachers involved in the in-service program. One performance criterion relates to their knowledge of individualized instruction (cognitive behavior); three criteria relate to their attitude toward individualized instruction (affective behavior).

A Comparison Group, which was used to determine the effectiveness of the 1972-73 in-service program, was formed by using data from participants involved in the 1971-72 California Teacher Development Project. Mean gain and post-test scores were available for the Comparison Group on the Fremont Test of Individualized Instruction and the EPIC Individualized Instruction Attitude Inventory.

The evaluation design is explained in both a general description (evaluation design schematic and summary charts) and in the analysis of each objective. Results of the analysis are presented criterion by criterion using the appropriate tables. The following Evaluation Design Schematic and Summary Charts explain the evaluation procedures for the four performance criteria.

Evaluation Design Schematic


Title III In-Service Program Description
Participants
Pre-Measurement
Fremont Test of Individualized Instruction
Comparison of mean gain scores with Comparison Group and Pre/Post mean scores of 1972-73 in-service groups
In-Service Program
Documentation of Process Objective
Post-Measurement
Fremont Test of Individualized Instruction
EPIC Individualized Instruction Attitude Inventory
Comparison with Criterion and Delayed Post-Measurement mean scores
Delayed Post-Measurement
EPIC Individualized Instruction Attitude Inventory

Performance Criterion #1

Upon the conclusion of the in-service programs the Experimental Group of 100 participants will develop a knowledge of individualized instruction techniques equal to or exceeding the gains registered by the 1971-72 Experimental Group. The change will be measured by the difference in scores between pre- and post-tests on a project-developed instrument designed to test knowledge of individualized instruction.

Procedures

Comparisons were made for each in-service group of participants with the 1971-72 in-service program. The Fremont Test of Individualized Instruction was administered pre/post to all test group participants. Gains in knowledge of individualized instruction were obtained for the 1972-73 workshop participants and were compared with the gains made by the 1971-72 Experimental Group (the Comparison Group). A dependent t-test was also used to determine the significance of difference (if any) between the pre- and post-test scores of the 1972-73 in-service participants.*

Data Presentation and Analysis

Table 1 shows the mean gain score of the workshop participants (total of all four workshops conducted during the Project year) and the mean gain score of the Comparison Group (workshop participants during 1971-72). The mean gain score of the Comparison Group was found to be slightly greater than the gain score of the 1972-73 participants. The difference in gain scores is 0.54 points, which is not significant at the .05 level of confidence.

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* Represents analysis in addition to that required in the performance objective.

TABLE 1

MEAN GAIN SCORES FOR ALL WORKSHOP PARTICIPANTS AND COMPARISON GROUP ON THE FREMONT TEST OF INDIVIDUALIZED INSTRUCTION

Workshop Group	N	Mean gain score	Workshop Group	N	Mean gain score
Total of workshop groups	163	9.18	Comparison Group	87	9.72

The results presented in Table 1 show that performance criterion #1 was not accomplished. The 1972-73 workshop participants did not equal or exceed the mean gain score of the Comparison Group. The difference is small and not significant, however.

Additional Analysis of Participants and Comparison Group Test Results on the Fremont Test of Individualized Instruction

Tables 2 through 5 show test results of participants by individual workshops as compared with the 1971-72 workshop participants (Comparison Group). An independent t-test was used to determine if the differences in mean gain scores were significant.

TABLE 2

MEAN GAIN SCORES FOR THE ELK GROVE WORKSHOP PARTICIPANTS AND COMPARISON GROUP ON THE FREMONT TEST OF INDIVIDUALIZED INSTRUCTION

Workshop Group	N	Mean gain score	Workshop Group	N	Mean gain score
Elk Grove	38	10.53	Comparison Group	87	9.72

TABLE 3

MEAN GAIN SCORES FOR THE SAN DIEGO WORKSHOP PARTICIPANTS AND COMPARISON GROUP ON THE FREMONT TEST OF INDIVIDUALIZED INSTRUCTION

Workshop Group	N	Mean gain score	Workshop Group	N	Mean gain score
San Diego	43	7.93	Comparison Group	87	9.72

Significant at .05 level, df = 128

TABLE 4

MEAN GAIN SCORES FOR THE RIVERSIDE WORKSHOP PARTICIPANTS AND COMPARISON GROUP ON THE FREMONT TEST OF INDIVIDUALIZED INSTRUCTION

Workshop Group	N	Mean gain score	Workshop Group	N	Mean gain score
Riverside	35	9.98	Comparison Group	87	9.72

TABLE 5

MEAN GAIN SCORES FOR THE OXNARD WORKSHOP PARTICIPANTS AND COMPARISON GROUP ON THE FREMONT TEST OF INDIVIDUALIZED INSTRUCTION

Workshop Group	N	Mean gain score	Workshop Group	N	Mean gain score
Oxnard	47	8.66	Comparison Group	87	9.72

The gain score of two 1972-73 workshop groups (Elk Grove and Riverside) exceeded the gain score of the Comparison Group.

The gain score of the Comparison Group was higher than the mean gain score of two of the four individual workshop groups (San Diego and Oxnard).

None of the gain score differences exceeded two points in either direction and only one (San Diego) was significantly different (.05 level).

Additional Analysis of Participants' Test Results on the Fremont Test of Individualized Instruction

Additional analysis of the test results of only those participants involved in this Project year was conducted. Data are presented in Tables 6 through 10 showing the pre-mean scores, post-mean scores, and t-statistics for the total group and for groups identified by workshop location.

TABLE 6

MEAN SCORES AND t STATISTIC FOR ALL WORKSHOP PARTICIPANTS ON THE FREMONT TEST OF INDIVIDUALIZED INSTRUCTION

Workshop Group	N	Pre-mean score	Post-mean score	t
Total of workshop groups	163	30.79	39.97	22.91*

* Significant at .01 level, df = 162

TABLE 7

MEAN SCORES AND t STATISTIC FOR THE ELK GROVE WORKSHOP PARTICIPANTS ON THE FREMONT TEST OF INDIVIDUALIZED INSTRUCTION

Workshop group	N	Pre-mean score	Post-mean score	t
Elk Grove	38	29.47	40.00	+12.05*

*Significant at .01 level, df - 37

TABLE 8

MEAN SCORES AND t STATISTIC FOR THE SAN DIEGO WORKSHOP PARTICIPANTS ON THE FREMONT TEST OF INDIVIDUALIZED INSTRUCTION

Workshop group	N	Pre-mean score	Post-mean score	t
San Diego	43	32.26	40.19	10.84*

*Significant at .01 level, df = 42

TABLE 9

MEAN SCORES AND t STATISTIC FOR THE RIVERSIDE WORKSHOP PARTICIPANTS ON THE FREMONT TEST OF INDIVIDUALIZED INSTRUCTION

Workshop group	N	Pre-mean score	Post-mean score	t
Riverside	35	29.31	39.29	11.35*

*Significant at .01 level, df = 34

TABLE 10

MEAN SCORES AND t STATISTIC FOR THE OXNARD WORKSHOP PARTICIPANTS ON THE FREMONT TEST OF INDIVIDUALIZED INSTRUCTION

Workshop group	N	Pre-mean score	Post-mean score	t
Oxnard	47	31.60	40.26	12.06

*Significant at .01 level, df = 46

For each individual workshop and for the total group, the differences between pre- and post-test mean scores (as shown in Tables 6 through 10), were significant at the .01 level of confidence. The difference was most significant for the total workshop groups.

The highest individual workshop gain score (12.05) on the Fremont Test of Individualized Instruction was demonstrated by the participants involved in the in-service program at Elk Grove. The smallest gain score was by the participants in the highest scoring district (San Diego).

Performance Criterion #2

Upon conclusion of the in-service programs the Experimental Group will respond positively to the concept of individualized instruction as indicated by a score of 85 or higher on the EPIC Individualized Instruction Attitude Inventory.

Procedures

The EPIC Individualized Instruction Attitude Inventory was administered to the in-service participants following each program. The mean percentage of positive responses was computed for each in-service group and for the total of all in-service programs. The criterion will be considered accomplished if the attitude (post-mean score) is equal to or greater than 85 (the criterion mean score). Comparison of individual workshop groups' mean scores with the criterion mean score is for supplemental evaluation information.

Data Presentation and Analysis

Table 11 shows the post-mean score of the 1972-73 workshop participants on the EPIC Individualized Instruction Attitude Inventory. The post-mean score of all workshop participants during the 1972-73 Project year was lower (1.87 points) than the criterion mean score of 85.

Criterion #2 was not met when using the post-mean score of the total participant group. The post-mean score of the 1972-73 participant group did not exceed the criterion mean score of 85.

TABLE 11

A COMPARISON OF THE MEAN SCORE FOR ALL WORKSHOP PARTICIPANTS WITH THE CRITERION MEAN SCORE ON THE EPIC INDIVIDUALIZED INSTRUCTION ATTITUDE INVENTORY

Workshop group	N	Post-mean score	Criterion mean score	d
Total of workshop groups	116	83.13	85.00	-1.87

Additional Analysis of Participants and Comparison Group Test Results on the EPIC Individualized Instruction Attitude Inventory

Post-test mean scores of the participants involved in each of the four individual in-service programs (scores on the EPIC Individualized Instruction Attitude Inventory) were compared with the criterion mean score of 85. Tables 12 through 15 show respective mean scores.

TABLE 12

A COMPARISON OF THE MEAN SCORE FOR THE ELK GROVE WORKSHOP PARTICIPANTS WITH THE CRITERION MEAN SCORE ON THE EPIC INDIVIDUALIZED INSTRUCTION ATTITUDE INVENTORY

Workshop group	N	Post-mean score	Criterion mean score	d
Elk Grove	28	84.14	85.00	-0.86

TABLE 13

A COMPARISON OF THE MEAN SCORE FOR THE SAN DIEGO WORKSHOP PARTICIPANTS WITH THE CRITERION MEAN SCORE ON THE EPIC INDIVIDUALIZED INSTRUCTION ATTITUDE INVENTORY

Workshop group	N	Post-mean score	Criterion mean score	d
San Diego	29	85.55	85.00	+.55

TABLE 14

A COMPARISON OF THE MEAN SCORE FOR THE RIVERSIDE WORKSHOP PARTICIPANTS WITH THE CRITERION MEAN SCORE ON THE EPIC INDIVIDUALIZED INSTRUCTION ATTITUDE INVENTORY

Workshop group	N	Post-mean score	Criterion mean score	d
Riverside	23	82.87	85.00	-2.13

TABLE 15

A COMPARISON OF THE MEAN SCORE FOR THE OXNARD WORKSHOP PARTICIPANTS WITH THE CRITERION MEAN SCORE ON THE EPIC INDIVIDUALIZED INSTRUCTION ATTITUDE INVENTORY

Workshop group	N	Post-mean score	Criterion mean score	d
Oxnard	36	80.56	85.00	-4.44

As shown in Tables 12 through 15, the post-test mean scores of the in-service participants involved in the individual in-service programs were higher than the criterion mean score in only one workshop group (San Diego). It should be noted (Table 8) that San Diego also had the highest knowledge test score of all four in-service workshop groups.

Performance Criterion #3

Sixty days following the in-service program the Experimental Group will respond positively to the concept of individualized instruction as measured by a follow-up mailing. They will achieve a score equal to at least 95 percent of the level attained on their post-inservice attitudes as measured by the EPIC Individualized Instruction Attitude Inventory.

Procedures

A follow-up administration (Delayed post-test) of the EPIC Individualized Instruction Attitude Inventory was conducted. The instrument was mailed to all participants in the in-service programs after a sixty-day waiting period. If participants had not responded to the initial mailing after a two-week period of time, a second follow-up mailing was conducted. The level of acceptable return was established at 65%. The inventories sent by mail were coded only for identification of a particular in-service program location for comparison purposes.

The mean percentage of positive responses were figured, and a comparison of the Delayed post-test mean scores (by individual in-service program and for the total group) was made with a score equal to 95 per cent of the post-inservice mean score. This score (called the criterion mean score) is 78.97.

Data Presentation and Analysis

Table 16 shows the Delayed post-test mean scores of the 1972-73 workshop participants (total group) on the EPIC Individualized Instruction Attitude Inventory compared to the criterion score of 78.97.

The Delayed post-test mean score was higher than 95 per cent of the post-inservice mean score.

Performance Criterion #3 - to achieve a score equal to at least 95 per cent of the post-inservice mean score - was easily met. The criterion mean score of 78.97 was exceeded by the total workshop group and each individual workshop group.

Of the 189 participants involved in the workshop (test group), 151 returned the inventory (80 per cent). The comparison could only be made for those returning the inventory and no generalizations can be made for participants not returning the inventory.

TABLE 16

A COMPARISON OF THE DELAYED POST TEST MEAN SCORE FOR ALL WORKSHOP PARTICIPANTS WITH THE CRITERION MEAN SCORE ON THE EPIC INDIVIDUALIZED INSTRUCTION ATTITUDE INVENTORY

Workshop group	N	Delayed Post-test mean score	Criterion mean score	d
Total of workshop groups	116	84.62	78.97	+5.65

Additional Analysis of Participants' Test Results on the EPIC Individualized Instruction Attitude Inventory

Tables 17 through 20 show the comparisons of the Delayed post-test mean scores of participants with the criterion mean score determined for individual workshops.

TABLE 17

A COMPARISON OF THE DELAYED POST-TEST MEAN SCORE FOR THE ELK GROVE WORKSHOP PARTICIPANTS WITH THE CRITERION MEAN SCORE ON THE EPIC INDIVIDUALIZED INSTRUCTION ATTITUDE INVENTORY

Workshop group	N	Delayed Post-test mean score	Criterion mean score	d
Elk Grove	28	83.64	79.94	+3.70

TABLE 18

A COMPARISON OF THE DELAYED POST-TEST MEAN SCORE FOR THE SAN DIEGO WORKSHOP PARTICIPANTS WITH THE CRITERION MEAN SCORE ON THE EPIC INDIVIDUALIZED INSTRUCTION ATTITUDE INVENTORY

Workshop group	N	Delayed Post-test mean score	Criterion mean score	d
San Diego	29	86.93	81.27	+5.66

TABLE 19

A COMPARISON OF THE DELAYED POST-TEST MEAN SCORE FOR THE RIVERSIDE WORKSHOP PARTICIPANTS WITH THE CRITERION MEAN SCORE ON THE EPIC INDIVIDUALIZED INSTRUCTION ATTITUDE INVENTORY

Workshop group	N	Delayed Post-test mean score	Criterion mean score	d
Riverside	23	84.57	78.73	+5.84

TABLE 20

A COMPARISON OF THE DELAYED POST-TEST MEAN SCORE FOR THE OXNARD WORKSHOP PARTICIPANTS WITH THE CRITERION MEAN SCORE ON THE EPIC INDIVIDUALIZED INSTRUCTION ATTITUDE INVENTORY

Workshop group	N	Delayed Post-test mean score	Criterion mean score	d
Oxnard	36	83.56	76.53	+7.03

The Delayed post-test mean scores were all higher than 95 per cent of their respective workshop post-test mean scores. These differences exceeded five points or more for all but one workshop group (Elk Grove) for which the difference was 3.7. One workshop group (Oxnard) - the lowest scoring group - achieved a gain score seven points higher than its criterion score.

Each of the four individual workshop groups achieved the objective for Performance Objective #3.

Additional Data Presentation and Analysis

Table 16 shows the post- and follow-up mean scores of the 1971-72 workshop participants (total group) on the EPIC Individualized Instruction Attitude Inventory. The t statistic is also reported in the table.

The Delayed post-mean score is higher than the post-mean score; however, the difference is less than two points. The slight difference in the mean scores was not significant at the .05 level of confidence.

TABLE 21

MEAN SCORES AND t STATISTIC FOR ALL WORKSHOP PARTICIPANTS ON THE EPIC INDIVIDUALIZED INSTRUCTION ATTITUDE INVENTORY AND A FOLLOW-UP ADMINISTRATION OF THE INVENTORY

Workshop group	N	Post-mean score	Workshop group	N	Delayed post-mean score	t
Total of workshop groups	116	83.13	Total of workshop groups	116	84.22	1.50

Additional Analysis of Participants' Test Results on the EPIC Individualized Instruction Attitude Inventory

Tables 17 through 20 show the comparisons of post-mean scores and follow-up mean scores of participants by individual workshops. A dependent t-test was used to test the significance of difference between the two scores. Results are presented by workshop groups.

TABLE 22

MEAN SCORES AND t STATISTIC FOR THE ELK GROVE WORKSHOP PARTICIPANTS ON THE EPIC INDIVIDUALIZED INSTRUCTION INVENTORY AND A FOLLOW-UP ADMINISTRATION OF THE INVENTORY

Workshop group	N	Post-mean score	Workshop group	N	Delayed post-mean score	t
Elk Grove	28	84.14	Elk Grove	28	83.64	-0.36

TABLE 23

MEAN SCORES AND t STATISTIC FOR THE SAN DIEGO WORKSHOP PARTICIPANTS ON THE EPIC INDIVIDUALIZED INSTRUCTION INVENTORY AND A FOLLOW-UP ADMINISTRATION OF THE INVENTORY

Workshop group	N	Post-mean score	Workshop group	N	Delayed post-mean score	t
San Diego	29	85.55	San Diego	29	86.93	-0.12

TABLE 24

MEAN SCORES AND t STATISTIC FOR THE RIVERSIDE WORKSHOP PARTICIPANTS ON THE EPIC INDIVIDUALIZED INSTRUCTION INVENTORY AND A FOLLOW-UP ADMINISTRATION OF THE INVENTORY

Workshop group	N	Post-mean score	Workshop group	N	Delayed post-mean score	t
Riverside	23	82.87	Riverside	23	84.57	1.07

TABLE 25

MEAN SCORES AND t STATISTIC FOR THE OXNARD WORKSHOP PARTICIPANTS ON THE EPIC INDIVIDUALIZED INSTRUCTION INVENTORY AND A FOLLOW-UP ADMINISTRATION OF THE INVENTORY

Workshop group	N	Post-mean score	Workshop group	N	Post-mean score	t
Oxnard	36	80.56	Oxnard	36	83.56	2.78

Significant at .01 level, df = 35

The follow-up mean score for three workshop groups and the total workshop group were actually higher than their post-mean scores The difference was significant for one workshop group (Oxnard) at the .01 level of confidence.

Although this analysis was not a requirement of Performance Criterion #3, it is presented to demonstrate the stability of and, in all but one instance, the increases in positive attitude by workshop participants.

Performance Criterion #4

At least 90 percent of the participants responding to the post-workshop written evaluation will indicate either of the two highest levels of satisfaction possible to record on a California Teacher Development Project Workshop Evaluation Form.

Procedures

The California Teacher Development Project Workshop Evaluation Form was administered at the conclusion of each workshop to determine levels of satisfaction with the experience among all participants.

The individual participant responses on the Workshop Evaluation Form were determined and the percentage of participants responding in the two highest levels of satisfaction was calculated. This was done for the total workshop groups and for each individual workshop group.

Data Presentation and Analysis

Table 26 shows the level of satisfaction recorded for the total workshop groups as compared with the criterion level of 90 percent satisfaction as specified in Performance Criterion #4. Performance Criterion #4 was not met for the total workshop group, but it was not met by the narrowest of margins.

TABLE 26

A COMPARISON OF LEVELS OF SATISFACTION OF ALL WORKSHOP GROUPS WITH THE 90 PERCENT CRITERION LEVEL ON THE CTDP WORKSHOP EVALUATION FORM

Workshop group	N	Percentage in 2 highest Satisfaction levels	Criterion satisfaction level	d
Total of workshop groups	273	89.4	90.0	-0.6

Additional Analysis of Participants by Workshop Groups on the CTDP Workshop Evaluation Form

Tables 27 through 30 show the respective levels of satisfaction for each workshop group as compared with the 90 percent criterion level.

TABLE 27

A COMPARISON OF LEVELS OF SATISFACTION OF THE ELK GROVE WORKSHOP GROUP WITH THE 90 PERCENT CRITERION LEVEL ON THE CTDP WORKSHOP EVALUATION FORM

Workshop group	N	Percentage in two highest satisfaction levels	Criterion satisfaction level	d
Elk Grove	63	95.0	90.0	+5.0

TABLE 28

A COMPARISON OF LEVELS OF SATISFACTION OF THE SAN DIEGO WORKSHOP GROUP WITH THE 90 PERCENT CRITERION LEVEL ON THE CTDP WORKSHOP EVALUATION FORM

Workshop group	N	Percentage in two highest satisfaction levels	Criterion satisfaction level	d
San Diego	63	90.4	90.0	+0.4

TABLE 29

A COMPARISON OF LEVELS OF SATISFACTION OF THE RIVERSIDE WORKSHOP GROUP WITH THE 90 PERCENT CRITERION LEVEL ON THE CTDP WORKSHOP EVALUATION FORM

Workshop group	N	Percentage in two highest satisfaction levels	Criterion satisfaction level	d
Riverside	74	86.4	90.0	- 3.6

TABLE 30

A COMPARISON OF LEVELS OF SATISFACTION OF THE OXNARD WORKSHOP GROUP WITH THE 90 PERCENT CRITERION LEVEL ON THE CTDP WORKSHOP EVALUATION FORM

Workshop group	N	Percentage in two highest satisfaction levels	Criterion satisfaction level	d
Oxnard	73	86.3	90.0	- 3.7

As can be seen from Tables 26 through 30, two of the individual workshop groups (Elk Grove and San Diego) met the 90 percent level of satisfaction specified in Criterion #4.

SECTION III

DISCUSSION OF RESULTS

DISCUSSION OF RESULTS

Four performance criteria were stated for Major Function 4.0 in the 1972-73 California Teacher Development Project. One performance criterion related to the acquisition of knowledge by the inservice participants about individualized instruction; two performance criteria related to their attitude toward individualized instruction; and one criterion related to the satisfaction of the participants with the total workshop experience.

In conducting the statistical tests only those participants who had answered all items on each test and had completed all required instruments were used in the analysis. This explains the differences which exist in the test group number and actual number used in the analysis. Some participants omitted answers, and since it was not valid to assume answers not marked as being right or wrong and positive or negative, the tests in such cases were not used to conduct the statistical analysis. If it can be assumed (using appropriate variables for comparison) that the participants used in the analysis group were representative of the total test group, the generalizations from the analysis can be made about the total test group.

The proficiency level in Performance Criterion #1 was stated in terms of equalling or exceeding the mean gain score of an identified comparison group.

The Comparison Group (1971-72 inservice workshop participants) had a higher mean gain score than the total of 1972-73 workshop participants. Two individual workshop groups, however, had a higher mean gain score than the Comparison Group. In relating the results to Performance Criterion #1, the objective was attained by two workshop groups (Elk Grove and Riverside) and was not attained by the total workshop group or the two remaining workshop groups (San Diego and Oxnard).

The gains in knowledge of the total and individual workshop groups were, however, very significant. Each achieved gains in knowledge - significant at the .01 level. The groups, therefore, significantly increased their knowledge of individualized instruction but some did not reach the level of improvement (gain) made by the 1971-72 workshop groups.

Performance Criterion #2 stated that the workshop participants would respond positively to the concept of individualized instruction as indicated by a score of 85 or higher on the Attitude Inventory of the study. Neither the total workshop group nor three of the individual workshop groups reached this level, although the differences were small; less than two points in most cases. One workshop group (San Diego) did exceed the criterion mean score of 85 although their score was only slightly higher (by 0.55 points).

A follow-up study was conducted to obtain the data for Performance Criterion #3. This objective required that the workshop participants achieve a score equal to 95 percent of their score on the Individualized Instruction

Attitude Inventory made at the end of the inservice workshop. This objective was achieved by the total and by each of the four inservice workshop groups individually. All but one group exceeded their criterion score by five points or more. The Elk Grove workshop group exceeded the score but only by 3.7 points.

Performance Criterion #3 was met by all groups in the study.

Performance Criterion #4 required that at least 90 percent of the workshop participants would indicate either of the two highest categories of satisfaction on the Workshop Evaluation Form. This level was not achieved, but only by a very narrow margin. The percentage of participants that indicated the specified level of satisfaction was 89.4% on Performance Criterion #4.

In summary, the mean gain scores of the 1972-73 workshop participants were generally not as high as those of the 1971-72 workshop participants. Two of the four individual workshop groups, however, did exceed the 1971-72 level of gains in knowledge of individualized instruction.

The attitude toward individualized instruction scores of the 1972-73 participants was generally lower than the established criterion mean score of 85 on the individualized instruction inventory. Perhaps a more reasonable test of attitude would be to determine if workshop groups did reach a criterion level set at achieving 95 percent of their post-workshop mean scores. This each group and the total workshop group easily did. Furthermore, the delayed post-test scores of three of the workshop groups and the total workshop group exceeded those scores achieved immediately after the workshop. This is particularly relevant when we consider that we are talking about the retention of a participant's attitude sixty days after the conclusion of the workshop.

The level of satisfaction in participating in the workshop itself was very close to the criterion level of satisfaction (89.4% to 90%) and for all practical purposes could be considered as having been achieved.

APPENDIX A

FREMONT TEST OF INDIVIDUALIZED INSTRUCTION

EPIC INDIVIDUALIZED INSTRUCTION ATTITUDE INVENTORY

CTDP WORKSHOP EVALUATION FORM

California Teacher Development Project

Teacher No._____ Workshop Location _____ Date _____

TEACHER KNOWLEDGE TEST OF INDIVIDUALIZED INSTRUCTION

SECTION A

Directions: Fill in the correct responses on the spaces provided for each of the questions below (Nos. 1 - 5)

1. List the five basic elements of a student learning contract:

   a) _____

   b) _____

   c) _____

   d) _____

   e) _____

2. The backbone for the preparation of a contract is:

   a) _____

3. A behavioral objective should answer four questions. List these four questions

   a) _____

   b) _____

   c) _____

   d) _____

4. Name the three elements to be varied to achieve the goals of individualized instruction:

   a) _____

   b) _____

   c) _____

5. List the three main steps in diagnosing individual learner requirements:

   a) _____

   b) _____

   c) _____

SECTION B

Directions: Place the letter of the correct response on the space provided for each of the questions below (Nos. 6 - 29).

6. The financial needs of individualized instruction indicate that:

_____ a) an additional $100 per student is necessary.

b) an additional $50 per student is necessary.

c) some programs can be conducted without additional funds.

d) an additional $200 per student is necessary.

7. Diagnosis and prescription should be based upon:

_____ a) integrated relationships.

b) individual monolithic teaching.

c) the student's past failures.

d) behavioral objectives.

8. Student self-directed behavior can be characterized by:

_____ a) student self-assessment, motivation, and interest.

b) student free choice.

c) student self-accountability.

d) student self-assessment, planning, implementation, and evaluation.

9. A classroom learning center should be planned so as to be:

_____ a) flexible for various needs.

b) structured for a specific need.

c) loosely oriented.

d) fun.

10. When attempting to bring about a change in anyone the first thing you should do is to make sure that:

_____ a. you are right.

b. the person you are trying to change is wrong.

c. you do not threaten them.

d. you make the person uneasy so as to make him more acceptable to change.

11. The evaluation of a student's progress should be based upon:

_____ a) standardized tests.

b) school district goals.

c) behavioral objectives.

d) teacher-made tests.

12. Individualized instruction and ungraded organization:

_____ a) are not found together in the same instructional program.

b) may or may not be used together in the same instructional program.

c) must be used together for either one to work.

d) are too expensive for all but the wealthiest districts.

13. Several studies have shown that the teacher should expect the planning and implementation of individualized instruction to take up to:

_____ a) 10% more time than did traditional instruction.

b) 25% more time than did traditional instruction.

c) 40% more time than did traditional instruction.

d) 50% more time than did traditional instruction.

14. Research evidence presented in the Edling Survey of Individualized Instruction indicates that:

_____ a) students achieve more in individualized instruction than in group instruction.

b) students achieve less in individualized instruction than in group instruction.

c) students achieve no less in individualized instruction than in group instruction.

d) there is no difference in student achievement between individualized and group instruction.

15. A "special test" is usually:

_____ a) normative.

b) better suited to needs.

c) criterion-referenced.

d) accumulative.

16. In the process of diagnosis, the teacher must take into account the student's:

_____ a) needs and abilities.

b) character.

c) functions and place.

d) contributions.

17. From the following list of seven choices, mark with "x" the four most valuable for the student if he is expected to commit himself to a specific learning objective:

_____ a) Wide use of audio-visual materials.

_____ b) The teacher should reward positive actions.

_____ c) The teacher should change schedules often.

_____ d) Students should be allowed to tutor students.

_____ e) The teacher should offer positive alternatives.

_____ f) Keep accurate and posted records.

_____ g) Build a positive emotional environment.

18. One of the recommendations of the Hawaii Curriculum Center report was that:

_____ a) individualized instruction needs further evaluation.

b) planners need to develop clearer sets of objectives.

c) all Hawaii schools should adopt individualized instruction.

d) Hawaii schools should not develop individualized instruction.

19. The major consideration in arranging the facilities of an individualized classroom is:

_____ a) neatness.

b) student traffic patterns.

c) fire regulations.

d) interaction patterns.

20. A function of an instructional aide would be:

_____ a) taking attendance.

b) assisting the teacher with teaching activities,

c) running off ditto materials.

d) all of the above.

21. What activity below is equally as important as evaluating student progress?

_____ a) Seeing student progress.

b) Conferring with parents.

c) Reporting student goals.

d) Recording student progress.

22. Which one of the following needs was identified by the California Teacher Development Project Needs Assessment as a problem for teachers in individualized instruction?

_____ a) Need for specialized facilities.

b) Need for a parent orientation program.

c) Need for more valid tests of student ability.

d) Need for more teachers with masters and doctors degrees.

23. The Project PLAN evaluation report indicates that:

_____ a) the evaluation has not been completed.

b) more schools should adopt PLAN.

c) Project PLAN should be terminated.

d) Non-PLAN students do better than PLAN students.

24. The tests in a UNIPAC are based upon the UNIPAC's:

_____ a) content.

b) style.

c) behavioral objectives.

d) accountability.

25. Freedom with responsibility assumes that the student takes responsibility for:

_____ a) self-management and self-enlightenment.

b) self-enlightenment and self-concept.

c) self-direction and motivation.

d) self-management and self-direction.

26. Preparing tests and materials would be tasks performed by only teachers and:

_____ a) clerical aides.

b) instructional aides.

c) housekeeping aides.

d) audio-visual aides.

27. It is important that parents have positive attitudes toward individualized instruction because:

_____ a) parents who like the schools vote for higher taxes.

b) children mirror their parents' attitudes.

c) teacher morale is higher when they know the parents like them.

d) parents' feelings affect school policy.

28. Parents should understand the meaning of individualized instruction because:

_____ a) parents are an integral part of the individualized instruction process.

b) it is good for them to know their child's teacher.

c) they should know what happens at school.

d) they may volunteer to help with the program.

29. To be successful, individualized instruction needs the combined efforts of:

_____ a) teachers and students.

b) students and their parents.

c) the school and the home.

d) teachers, students, and college professors.

SECTION C

Directions: Circle T or F in the columns at left to indicate which response you feel most accurately answers questions 30-42.

T F 30. In individualized instruction the teacher is a guide to the student rather than a source of information.

T F 31. Traditional teaching objectives cannot be met in individualized instruction.

T F 32. In the majority of cases, schools cannot show that their individualized instruction programs have been more effective than their traditional programs.

T F 33. The means of measuring the behavior of an objective MUST be stated in the objective.

T F 34. The following is a behavioral objective: "To contrast the literary styles of Byron and Keats, as described in the class text, in a six-page theme."

T F 35. Diagnosis is based on testing.

T F 36. An inappropriate time-saving method in individualized instruction is diagnosis by group.

T F 37. The process of diagnosis is well-defined with clear-cut steps.

T F 38. Usually, students in individualized instruction can select from a large variety of work options.

T F 39. In the individualized classroom, it is necessary to have a quiet controlled area in the room.

T F 40. When proposing a change, it is better to propose something that is not threatening as opposed to something that is constructive.

T F 41. Standardized test norms are very useful for diagnosing individual student progress.

T F 42. The maintenance of student profiles is a useful way to make in-depth studies of a student at a particular point in time.

T F 43. Pre-entry behavior of a student refers to his attitude at the beginning of the year.

T F 44. One definition of a student's learning style is simply that he learns better by reading, by listening, or by viewing.

T F 45. A check-out is a system for determining student status upon completion of a given unit or activity.

California Teacher Development Project

TEACHER KNOWLEDGE TEST OF INDIVIDUALIZED INSTRUCTION

Answer Key

SECTION A

1. Any five of the following answers are acceptable:

   Mutually agreed-upon activities (goal, goals, purpose)
   Choice of materials or media
   Choice of options for learning
   Learning at student's own pace
   Check-out provisions (progress check)
   Behavioral objective(s) (objectives)
   Self-Test (Pre-test, Post-test)

2. a) Behavioral objective(s)

3. Any four of the following questions are acceptable:

   What is the behavior?
   Who will do it?
   Under what conditions? (With what materials?)
   How will it be measured?
   What is the time limit? (A time period is stated)

4. a) Pacing
   b) Materials
   c) Objectives

5. Any three of the following answers are acceptable:

   Gather information (e.g. student-teacher conference, conference with former teacher, etc.)
   Analysis (e.g. analyze samples of student's work, review cumulative records, review standardized test data, analyze student abilities and interests, etc.)
   Interpretation

SECTION B

6. c
7. d
8. d
9. b
10. c
11. c
12. b
13. b
14. c
15. c
16. a
17. b, e, f, g
18. b
19. b
20. b
21. d
22. b
23. a
24. c
25. d
26. b
27. b
28. a
29. c

SECTION C

30. T
31. F
32. T
33. T
34. F
35. F
36. T
37. F
38. F
39. T
40. F
41. F
42. F
43. F
44. T
45. T

EPIC INDIVIDUALIZED INSTRUCTION INVENTORY

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

1.	The teacher can make better use of class time if all students work together.	SA	A	D	SD
2.	A teacher can always find one best textbook for the students in the class.	SA	A	D	SD
3.	All students should start a course at the same time.	SA	A	D	SD
4.	In order that they can spend more time in areas where they need it, students should not be bound by fixed class schedules.	SA	A	D	SD
5.	Even though the content is the same, one set of instructional materials may interest a student more than another set.	SA	A	D	SD
6.	In any course, all students should have the same content.	SA	A	D	SD
7.	All students in the class should listen to the teacher's lectures.	SA	A	D	SD
8.	There should be more and better learning taking place when all of the students in a class use the same text.	SA	A	D	SD
9.	The teacher should set the primary objectives for the class.	SA	A	D	SD
10.	Students should always proceed at their own pace.	SA	A	D	SD
11.	Students should have a variety of instructional materials to select from.	SA	A	D	SD
12.	Students should study that content which best meets his own needs and interests.	SA	A	D	SD
13.	A student should take a test when he is ready for it.	SA	A	D	SD
14.	If a good selection of textbooks is available to the students, it is not necessary to provide them with instructional materials based on other media.	SA	A	D	SD
15.	Each student should have his own objectives toward which he can work.	SA	A	D	SD
16.	Even when working hard, some students need more time than others to complete their work.	SA	A	D	SD

17.	An important part of individualizing materials is individualizing tests.	SA	A	D	SD
18.	To determine quality of performance, each student's performance should be compared to the performance of his fellow students.	SA	A	D	SD
19.	A student should not be expected to work with a class where all of the students are working at their own rates.	SA	A	D	SD
20.	All students in a class should take the same tests so that the teacher can compare the grades.	SA	A	D	SD
21.	Because competition promotes achievement, all students should be working toward the same objectives.	SA	A	D	SD
22.	Students will tend to become lazy if they are allowed to work at their own pace.	SA	A	D	SD
23.	The individualization of materials should include selecting the media which best suits the student.	SA	A	D	SD
24.	The teacher should establish minimum standards for the whole class.	SA	A	D	SD
25.	Because of their college training, teachers know what are the best rates of study for the students.	SA	A	D	SD
26.	Materials should be determined by the individual's needs.	SA	A	D	SD
27.	Even in individualized instruction, all of the students in a given class should be studying the content.	SA	A	D	SD
28.	It is not necessary that all of the students in a class be the same age.	SA	A	D	SD
29.	All students should start and end a unit using the same materials.	SA	A	D	SD
30.	The teacher should be sure that all students receive the basics in a subject.	SA	A	D	SD

CALIFORNIA TEACHER DEVELOPMENT PROJECT

Workshop for Individualizing Instruction

... EVALUATION FEEDBACK ...

1. I am a:

Teacher	_____	Tutor	_____
Administrator	_____	Board Member	_____
Parent	_____	Citizen	_____
Teacher Aide	_____	Other (what?)	_____

2. If you work with children at school, what level(s) do they represent?

Kdgn-Primary	_____	Junior High	_____
Intermediate	_____	High School	_____
Other	_____	What?	_____

3. If you are an administrator, at what level?

Elementary (K - 6) _____

Secondary (7 -12) _____

District-wide responsibilities _____

- - - -

APPENDIX B

SAMPLE IN-SERVICE PROGRAM AGENDA

ELK GROVE WORKSHOP

WORKSHOP FOR INDIVIDUALIZING INSTRUCTION AND LEARNING

A Dissemination Activity of
The California Teacher Development Project
with the joint assistance and cooperation of
Elk Grove Unified School District

NOVEMBER 15-18, 1972

S C H E D U L E

Wednesday Nov. 15

8:30 Registration and Pre-Workshop Inventory (Room 75)

9:15 Welcome and Overview of the Workshop - Mr. Clyde Voorhees
Workshop Director

9:30 Workshop Orientation and Staff Introductions
Mrs. Barbara Ward, Workshop Co-Director

10:00 Small-Group Planning Sessions

Primary	Joan Latimer	Room 5
Intermediate	Kay Gravdahl	Room 68
Secondary (7-12)	Mike Demko	Room 71
Administrators	Clyde Voorhees	Room 70

10:45 "Working with Individualized Instruction" Room 75
A Slide/Tape presentation of Thorwald Esbensen

11:15 Begin Individualized Study

12:00 Lunch

1:00 Resume Individualized Study

1:15 Special Activity *

"Writing & Using Behavioral Objectives" Room 75
Don De Lone 1:15-2:00 (D) **

3:00 End of first day of Workshop

* All Special Activities are voluntary.
See Information Board for room locations and changes of schedule, if any.

** Indicates the Component relationship

Thursday
Nov. 16

8:30 Continue with Individualized Study

8:45 Special Activity *

"An Individualized Classroom"
Kay Gravdahl 8:45-9:45 (E,F) — Room 75

11:00 Special Activity *

"Classroom Learning Centers"
(Primary) Joan Latimer 11:00-12:00 (I)

12:00 Lunch

1:00 Resume Individualized Study

2:00 Special Activity *

"Classroom Learning Centers
(Intermediate) Joan Latimer 2:00-3:00 (I) — Room 75

3:00 End of second day of Workshop

* All Special Activities are voluntary.
See Information Board for room locations and changes of schedule, if any.

Friday
Nov. 17

8:30 Begin Individualized Study

8:45 Special Activity *

"Writing and Using Contracts in Individualized Instruction" Charles McNally 8:45-9:45 (H)	Room 75

11:00 Grade Level Meetings

Primary	Joan Latimer	Room 5
Intermediate	Kay Gravdahl	" 68
Secondary	Charles McNally	" 71
Administrators	Clyde Voorhees	" 70

12:00 Lunch

1:00 Resume Individualized Study

1:15 Special Activity *

"Evaluating and Recording Student Progress" Mike Denko 1:15-2:15 (K)	Room 75

3:00 End of third day of Workshop

* All Special Activities are voluntary.
See Information Board for room locations and changes of schedule, if any.

Saturday
Nov. 18

8:30 Continue with Individualized Study

8:45 Special Activity *

"Orienting Parents to Individualized Instruction"		
Barbara Ward	8:45-9:45	(J)

Room 75

12:00 Lunch

1:00 Small Group Meetings
(Complete Study Schedule and Workshop Evaluations)

Primary	Joan Latimer	Room 5
Intermediate	Kay Gravdahl	Room 68
Secondary	Charles McNally	Room 71
Administrators	Clyde Voorhees	Room 70

2:00 Final Workshop meeting — Room 75
(All Participants)
Complete Post-Workshop Inventories (2)

3:00 End of Workshop

# # #